Program Review

Name of Program: Child Development/Education
Name of Unit: Behavioral and Social Sciences
Name of Area: Academic Affairs
Date Completed: 12/13/2012

Program's Mission Statement

The Child Development/Education Department provides students with knowledge of Child Development/Education concepts, theories and applications along with information and techniques to ensure success in the Child Development field's multidisciplinary career paths.

Program's Overarching Outcomes - SLOs / SAOs

Overarching Outcomes:

Child Development/Education students will be able to describe the relevant components of developmentally appropriate practices related to all domains and contexts of child development.

Child Development/Education students will be able to list career options available to Child Development/Education professionals and describe the educational requirement and professional skills necessary for each option.

Child Development/Education students will be able to distinguish the individual needs and potential of children and their families through the use of Authentic Assessment, partnerships and collaboration.

Course Student Learning Outcome Data:

The Child Development Department has 29 course offerings. Each class has 6 student learning outcomes to assess skills that students have acquired upon completion of the course. Since the course offerings are varied in terms of both content and assessment, the student
learning outcomes are unique to each course. There are courses that are more theory-based such as: CD106, Child Growth and Development, CD 110, Principles and Practices in Early Childhood Education, and CD 208 Child, Family and Community. Other courses have more of an emphasis on performance-based assessments such as: CD 115, Creative Arts Experiences in the Early Childhood Classroom, CD 119, Music and Movement for Children, CD 114 Observation and Assessment and CD 228, Practicum.

Considering a sample of the data collected from SLOs in both Fall and Spring semesters of two academic years from two theory based courses and one performance based course, a majority of students are able to meet the standards required by the unique student learning outcome for that course. The two theory based courses selected are required courses for Child Development majors but also meet general education requirements for Rio Hondo, CSU and IGETC.

In CD 106, Child Growth and Development, the active SLOs include:
1) Students will sequence and describe the stages of prenatal physical growth and development.
2) Students will discuss infant, toddler, preschool, school-age and adolescent behavior related to physical, language, cognitive, social-emotional development and factors that enhance the development of these domains.

In four courses, taught by four different instructors in both fall/spring 2010 and fall/spring 2011 the following data was collected:

18/49 not proficient 31/49 proficient
11/41 not proficient 30/41 proficient
5/38 not proficient 33/38 proficient
2/31 not proficient 29/31 proficient

Proficient Rubric

Responses are relevant to the assigned topic. (Benchmark: 70%)
  Majority of responses are relevant and accurate.
Responses adhere to the guidelines/criteria required. (Benchmark: 70%)
  Guidelines/criteria followed.
Responds to the questions posed. (Benchmark: 70%)
  Most critical components listed logically related to current issues.

Not Proficient Rubric

Responses are relevant to the assigned topic. (Benchmark: 70%)
  Responses are unrelated or assignment is incomplete.
Responses adhere to the guidelines/criteria required. (Benchmark: 70%)
  Does not follow the guidelines/criteria or is incomplete.
Responds to the questions posed. (Benchmark: 70%)
  Critical components do not logically relate to current issues.

In CD 208, Child, Family, and Community the active SLOS for this course include:
1) The student will identify how community resources serve and support families.
2) The student will discriminate healthy family involvement with unhealthy family involvement.

Utilizing the same rubric, the following data sample is taken from 3 different instructors taught during spring/fall 2010 and fall/spring 2011:

1/40 not proficient 39/40 proficient
4/40 not proficient 36/40 proficient
0/23 not proficient 23/23 proficient

An example of a performance-based course that is generally only Child Development majors is CD 115, Creative Arts Expression in the Early Childhood Classroom. The SLOS for this course include:

1) Students will demonstrate personal skills and abilities in facilitating and supporting child creative development.
2) Students will develop and demonstrate a variety of creative art experiences for children.

The assessments for this course are a mixture of exams and projects. Here is a sample of data from Spring 2010 and Fall 2011:

4/44 not proficient 40/44 proficient
4/40 not proficient 36/40 proficient

Again, this data demonstrates that the majority of students meet the proficient criteria. It is important to note that this data also demonstrates continuity among instructors even thought the department heavily utilizes part-time faculty. The information presented above also demonstrates that Student Learning Outcomes are guiding curriculum and instruction in the area of Child Development/Education and assisting both students and faculty in demonstrating proficiency.

Program's Characteristics, Performance and Trends

**Updated Data for: 2013-2014 Program Year**
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rio Hondo College Total Enrollment</td>
<td>18,887</td>
<td>47,267</td>
<td>54,472</td>
<td>21,570</td>
<td>52,558</td>
<td>59,942</td>
<td>16,722</td>
<td>54,291</td>
<td>50,473</td>
<td>15,536</td>
</tr>
<tr>
<td>Child Development Total Enrollment</td>
<td>521</td>
<td>1,339</td>
<td>1,489</td>
<td>484</td>
<td>1,431</td>
<td>1,655</td>
<td>511</td>
<td>1,589</td>
<td>1,461</td>
<td>407</td>
</tr>
<tr>
<td>Course</td>
<td>Summer 2007</td>
<td>Fall 2007</td>
<td>Spring 2008</td>
<td>Summer 2008</td>
<td>Fall 2008</td>
<td>Spring 2009</td>
<td>Summer 2009</td>
<td>Fall 2009</td>
<td>Spring 2010</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>-----------</td>
<td>-------------</td>
<td>-------------</td>
<td>-----------</td>
<td>-------------</td>
<td>-------------</td>
<td>-----------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>CD 102</td>
<td>140</td>
<td>111</td>
<td>143</td>
<td>136</td>
<td>136</td>
<td>168</td>
<td>88</td>
<td>92</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td>CD 103</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td>46</td>
<td></td>
<td></td>
<td></td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>CD 104</td>
<td></td>
<td></td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 106</td>
<td>164</td>
<td>357</td>
<td>390</td>
<td>115</td>
<td>313</td>
<td>363</td>
<td>145</td>
<td>368</td>
<td>293</td>
<td></td>
</tr>
<tr>
<td>CD 110</td>
<td>72</td>
<td>203</td>
<td>256</td>
<td>74</td>
<td>226</td>
<td>240</td>
<td>75</td>
<td>217</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>CD 111</td>
<td>43</td>
<td>82</td>
<td>130</td>
<td>43</td>
<td>135</td>
<td>188</td>
<td>43</td>
<td>130</td>
<td>154</td>
<td></td>
</tr>
<tr>
<td>CD 114</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 115</td>
<td>65</td>
<td>19</td>
<td></td>
<td></td>
<td>71</td>
<td>42</td>
<td>34</td>
<td>49</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>CD 118</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td>27</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 119</td>
<td>22</td>
<td>29</td>
<td>21</td>
<td>21</td>
<td>34</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 120</td>
<td>26</td>
<td>33</td>
<td>84</td>
<td>24</td>
<td>41</td>
<td></td>
<td></td>
<td>79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 128</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>CD 129</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 130</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 208</td>
<td>31</td>
<td>168</td>
<td>86</td>
<td>35</td>
<td>189</td>
<td>132</td>
<td>51</td>
<td>184</td>
<td>159</td>
<td></td>
</tr>
<tr>
<td>CD 210</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 211</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>43</td>
<td>45</td>
<td></td>
<td></td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>CD 213</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>CD 222</td>
<td>23</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 223</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 224</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 226</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 228</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 229</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 230</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 231</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD 232</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 110</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enrollment Trends

Child Development/Education Department Fall Semester enrollment increased by 6% in 2008 and 10% in 2009. Enrollment decreased by 5% during Fall 2010 and 2011. A First Five funded program Destination Early Childhood Education (DECE) facilitated and supported high school students interested in Child Development to transition to Rio Hondo each fall. Spring enrollment increased by 10% in both 2008 and 2011 and by 5% in 2012. These years
saw a large number of Elementary Teacher lay offs. Many of these teachers came to community college to take courses that would qualify them for Early Childhood positions. Enrollment during Spring Semester 2009 went down by 13%. Summer enrollment fluctuated up and down following no particular pattern.

<table>
<thead>
<tr>
<th></th>
<th>FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2007</td>
<td>53.19</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>163.37</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>184.63</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>50.56</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>158.94</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>175.60</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>53.68</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>180.22</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>173.90</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>46.90</td>
</tr>
</tbody>
</table>

FTES

FTES in the Child Development/Education Department tended to be relatively equal to the previous year for Spring 2010 and 2011 and Summer 2008, 2009 and 2011. FTES increased by 12% in Fall 2009 and 4% in Spring 2012. FTES decreased by 3% Fall 2008, 2% in 2010 and 5% in 2011. FTES decreased by 4% in Spring 2009 and 14% in Summer 2010.
### Child Development Success and Retention

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Success</strong></td>
<td>66.00%</td>
<td>64.70%</td>
<td>62.70%</td>
<td>67.10%</td>
<td>62.80%</td>
<td>70.10%</td>
<td>78.10%</td>
<td>66.50%</td>
</tr>
<tr>
<td><strong>Program Retention</strong></td>
<td>84.8%</td>
<td>82.2%</td>
<td>82.1%</td>
<td>86.0%</td>
<td>85.2%</td>
<td>87.5%</td>
<td>90.4%</td>
<td>83.7%</td>
</tr>
</tbody>
</table>

### Rio Hondo College

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Success</strong></td>
<td>75.26%</td>
<td>65.79%</td>
<td>68.24%</td>
<td>77.16%</td>
<td>66.31%</td>
<td>69.72%</td>
<td>71.76%</td>
<td>66.97%</td>
</tr>
<tr>
<td><strong>College Retention</strong></td>
<td>87.99%</td>
<td>83.53%</td>
<td>83.84%</td>
<td>89.99%</td>
<td>84.44%</td>
<td>85.98%</td>
<td>87.67%</td>
<td>85.34%</td>
</tr>
</tbody>
</table>

### Success and Retention Graph

*Graph showing success and retention rates from Summer 2009 to Spring 2011.*
Success and Retention

Beginning Fall 2010 the Child Development/Education Department Student Success Rate was more than 5% higher than the overall college success rate. Fall 2011 the department Success Rate was more than 9% higher than the overall college success rate. During Fall 2011
the Child Development Department Student Retention Rate was more than 6% higher than the overall college rate. Except for Summer 2011 the Child Development Department Student Retention Rate was more than 3% higher than the overall college rate. Child Development has eight courses that are hands on curriculum courses such as art, science and language for children. These courses tend to be smaller in size. Child Development courses that are geared towards Child Development Permits tend to have returning students who are enrolled to complete professional growth requirements and have more college level coursework experience and/or degrees.

<table>
<thead>
<tr>
<th>Time Taught</th>
<th>Spring 2010</th>
<th>Summer 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>19</td>
<td>6</td>
<td>19</td>
<td>20</td>
<td>7</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Evening</td>
<td>9</td>
<td>3</td>
<td>11</td>
<td>9</td>
<td>3</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Weekend</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Online</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Success By Course

The courses that tend to have the highest success rate in the Child Development/Education Department are the two courses that have multiple prerequisites CD 210 Adult Supervision and CD 228 Early Childhood Education Practicum both have had 3 prerequisites in the past. The exception to this are the Family Child Care Courses CD 230 and 231 that have no prerequisites, during several semesters these courses have had 100% Success Rates. Students who enroll in the Family Child Care courses are generally owners or planning to be owners of their own Family Child Care business. Beginning Fall 2012, in order to prepare for creating
the Child Development Transfer Degree, CD 228 has five prerequisite courses. The prerequisite courses comprise five of the six required courses for the general Certificate and Degree.

<table>
<thead>
<tr>
<th>Child Development Degrees &amp; Certificates</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Science</td>
<td>73</td>
<td>57</td>
<td>53</td>
<td>68</td>
</tr>
<tr>
<td>Certificate (18-30 Units)</td>
<td>26</td>
<td>18</td>
<td>25</td>
<td>52</td>
</tr>
<tr>
<td>Certificate (6-18 Units)</td>
<td>107</td>
<td>43</td>
<td>29</td>
<td>73</td>
</tr>
</tbody>
</table>

Degrees and Certificates

Before the 2008 -2009 academic year the Child Development Department had nine local Certificates of Achievement Preschool Teacher, Preschool Director, Infant/Toddler Teacher, School Age, Language and Literacy, Parenting, Special Education, Family Child Care and Management. Beginning in 2008 - 2009 all Certificates of Achievement were required to be approved by the Chancellor's Office.

Program Characteristics

Considering the vocational programs available in California Child Development/Early Care and Education ranked first in the award of all certificates for 2010-2011 (4,363) greater than two thousand more than the number two program Nursing. The Child Development/Education Department at Rio Hondo provides students with both vocational and academics options. Students may earn a 15 unit Preschool Teacher Certificate, a 24 unit overall Certificate of Achievement and an Associate of Science Degree. Our program also prepares students to transfer to four-year programs with many articulation agreements with these institutions.

The program provides an integrated program of traditional and nontraditional course offerings in conjunction with the on campus Pre-school Laboratory which is coordinated by a full time Child Development/Education faculty member. In addition, supervised fieldwork is also provided through contracts with off campus educational programs for children within the service community. Students also have the option of completing coursework in an online format with four of the five required courses offered online (practicum/student teaching is not available online) and the opportunity to complete two electives online. As a result, a student could almost complete the requirements for the Certificates in Child Development online with the exception of the practicum (CD 228) course required for the general Certificate of Achievement online and one more elective.

The Child Development/Education program offers 29 courses. Five are required courses for the Associate of Science Degree and general Certificate of Achievement. There are 24 elective choices for the students focusing on Curriculum, Infant and Toddler, School Age, Diversity, Special Education and Parenting. Until 2008 – 2009 the department offered nine local 15 unit Certificates of Achievement in these areas. Currently in addition to the general Certificate of Achievement, the department offers one state approved 15 unit Preschool Teacher Certificate of Achievement. Overall Child Development students earned 67% more Certificates of
Achievement than Associate Degrees.

Child Development students seek positions listed in employment data as Education Administrators, Preschool and Child Care which will see a 25.8% projected increase to 2014, Preschool Teachers which will see a 29.2% projected increase to 2014 and Teacher Assistants which will see a 19.2% projected increase to 2014. There continues to be an increased need in this field for new professionals.

The Child Development Program provides a sound foundation for a diverse student population with both vocational and transfer goals. The coursework is multifaceted and aimed at preparing students to directly enter a diverse market place and advanced educational setting with multiple and critical skills towards meeting the needs of children and families. The department prepares students to enter the work force at entry levels and to progress along the career path towards a wide range of child and family oriented occupations and transfer with many course alignments to complete university academic programs of study.

CD 228 Early Childhood Education Practicum

The field of Child Development requires that students participate in a supervised field work experience (practicum). Child Development students at Rio Hondo have the opportunity to complete their field work at the campus Pre-School Laboratory coordinated by a full time Child Development Education faculty member or at off campus locations under the supervision of qualified professionals in the field. Off campus locations are representative of a variety of educational programs for young children: city sponsored programs, private for profit programs and school district programs. Directors of the off campus locations are also members of the Child Development / Education Department Advisory Board. Off campus sites also allow students to begin their hours earlier or later than at the on campus Laboratory school and enroll infants, toddlers and school age children. This allows students the opportunity to have experience working with these age groups.

Practicum students meet with the course instructor one day per week and work directly with children under the supervision of a supervising teacher for three hours per week. While working directly with the children students complete observations of the classroom environment and the children’s development and utilize the development data to create appropriate curriculum in five domains to carry out with the children.

Advisory Committee

Two times per year a departmental Advisory Committee meeting is held. The Child Development Advisory Committee is made up of stakeholders of the Child Development field within the Rio Hondo service area. Local educational programs and agencies that hire our students and provide opportunities for off campus completion of assignments are members. Local high schools and Regional Occupational Programs whose students will enroll at Rio Hondo upon completion of their current program and universities that our students may transfer to upon completion of their Rio Hondo program of study. Meeting provide members of the group updates on the current status of their respective programs and provide recommendations for the program in order to better meet the requirements of the field.
Program's Strengths

California Commission on Teacher Credentialing
Permit Verification Program

Rio Hondo College Child Development Department participates in the Permit Verification Program which gives prior Commission approval to the Rio Hondo coursework both Child Development and General Education that a student could take to complete the Child Development Permit requirements. Child Development Permits authorize professionals in the field to secure employment in Title V programs. Title V educational programs offer professionals the opportunity to earn higher incomes and receive more benefits than the private sector is available in the for profit sector.

When a student applies for a Child Development Permit utilizing the Permit Verification Program their application is given priority status and processed in half the time than it would be without that status. In order to qualify for the program all of the courses used to meet the permit requirement must have been taken at Rio Hondo and this must be the first Child Development Permit the student has applied for. With the assistance of Perkins funding a designated Child Development counselor assists students in completing the Permit application. When complete the designated Child Development Faculty reviews the application and support documentation for completeness and accuracy. Since Summer Semester 2008, 173 students have utilized this program, an average of 43 per academic year.

California Community College Early Childhood Educators (CCCECE)

A member of the Child Development full time faculty has served on the Executive Board of CCCECE as Vice President of Public Policy, South since Fall Semester 2010. Part of the role of the position is to serve on the Community College Chancellor’s Office Advisory Board which meets twice a year in Sacramento. Participation in these meetings assists in keeping Rio Hondo up to date with state wide issues and allows Rio Hondo’s voice to be heard in the Chancellor’s Office.

This faculty member has been instrumental in the successful state wide advocacy for the continued funding of the California Early Childhood Mentor Program and the Child Development Training Consortium and the continuation of California State Department of Education supervision of the State Preschool Program. Other areas of focus have been the Curriculum Alignment Project (CAP) Advisory Board, the Higher Education Colloquium work on the newly revised California Early Childhood Educator Competencies and Position Statements from the field regarding the Early Learning Advisory Committee and the Early Learning Quality Improvement Scale.

During Spring Semester 2011 Rio Hondo hosted the Region 9 meeting of CCCECE at the Child Development Center. Twenty-five early childhood educators from ten different community colleges in the region attended the meeting. The meeting focused on the budget and Laboratory Schools and Transitional Kindergarten.

The California Teacher/Director Mentor Program
The California Teacher/Director Mentor Program was jointly developed by Chabot College and the Center for the Child Employee Project and began as a pilot project in 1988. San Francisco Community College District currently contracts with the California Department of Education for administration of the Mentor Program at all 103 community college throughout the state with Child Development programs. The overall purpose of the program is to increase the number of quality practicum placements for Child Development students in order to insure that all students complete their studies with a practicum placement and to provide a support system for new directors with experienced directors of quality programs. Rio Hondo joined the program in partnership with Cerritos College in 2004-2005 to form a new regional program.

The program selects experienced classroom teachers and program directors to mentor student teachers and new directors in fulfilling practicum coursework or as part of an opportunity to improve their administrative skills. Mentors are selected through a rigorous application and evaluation process carried out by a Selection Committee composed of local experienced professionals working in field representing the diversity of children’s educational programs in the area. Mentors are paid stipends for the opportunity of using their experience, their classrooms and their programs to further the training and professional growth of new members of the field.

Rio Hondo recruits current student applicants from the Adult Supervision (CD 210) and Administration courses (CD 222, 223 and 129). Community applicants are recruited through interactions with the off-site practicum placement programs. Director Mentor applicants are also recruited by publicizing the regular meetings of the Director Mentor Institutes held across the state. Since 2004-2005 the average number of Mentor Teachers participating in the program has been twelve and half of the Selection Committee members are Rio Hondo full or part time faculty. Our Region has had up to four participating Director Mentors.

Federal Vocational and Technical Education Funding (Perkins/VTEA)

The federaly funded Carl D. Perkins Vocational and Technical Education Act aims to increase the quality of technical education within the United States in order to help the economy. The law requires “programs of study” that link academic and technical content across secondary and postsecondary education, and ensure continuous program improvement. The act requires that community colleges articulate with local high school and Regional Occupational Programs (ROP) to facilitate the education process. The current requirements of Perkins funding is to incorporate technology in the program of study.

The Child Development/Education Department has improved student access to our program through the use of technology in the following ways: offering four required courses for our certificates and degree online; offering three electives online; a student handbook is available on the department web page with information regarding the program, the field and current scholarship information; a portal group is available with available job/volunteer opportunities and opportunities for students to ask questions that a full time faculty and a counselor answer; a FaceBook page for the Pre-School Laboratory.

A Child Development/Education faculty member meets each year with High School and ROP instructors to discuss the Credit By Exam process for eight of the courses in the department. The students are able to earn course credit and college units by successfully
completing a Credit By Exam for the comparable courses they have completed in High School or ROP. Articulation agreements have also been completed with the University of La Verne, Whittier College and the California State Universities Fullerton and Los Angeles.

These practices allow the department to apply for funding from Perkins for a Child Development Career/Job Placement Counselor. Since Fall of 2008 this counselor has assisted 371 students with Educational Plans, Permit applications and transfer advice. Since 2009 the counselor has also participated in planning and carrying out four student events three Child Development Permit overview sessions and a day-long conference with two speakers and a University Fair. Attendees to the conference included seven staff members that serve as Advisory Committee members and practicum placements for Child Development students, four staff members from the Pre-School Laboratory, 31 High School students whose teachers also serve on the Advisory Committee and 32 Rio Hondo Child Development students. The Career/Job Placement Counselor has also assisted in the presentation of three Child Development Permit Seminars with an average of 24 participants each.

Child Development Training Consortium (CDTC)

The CDTC was created in 1983, to address the critical shortage of qualified childcare workers. The CDTC provides financial support and resources to California colleges to assist students in meeting the educational requirements of any of the Child Development Permits. The Child Development Training Consortium is funded by the California Department of Education, Child Development Division. It is funded with federal Child Care and Development Quality Improvement funds. The program is funded on an annual basis; from August 1 through July 31.

Rio Hondo College in partnership with the Child Development Training Consortium provides eligible students with a financial scholarship during the fall and spring semesters of each academic year.

Students meeting the following criteria are eligible to apply for the Child Development Training Consortium financial scholarship:

1. At the time of enrollment, the student must be employed by a licensed child care/development program, licensed family child care, and out-of-school care. Center-based programs must be licensed or eligible for an exemption according to Department of Social Services regulations. Licensed Exempt centers are limited to the following: on school site, parents on site, military, tribal, employment agency, home based program, before/after school program, parks and recreation and adult ed/child care. Employment in a kindergarten classroom is also acceptable

2. Student employment must directly benefit children and/or families. The employment experience must be acceptable to the California Commission on Teacher Credentialing for purpose of obtaining a Child Development Permit

3. Students must work in the state of California

4. Students must complete and pass classes with a C or better grade.

The student scholarship award is based on the number of college units a student completes by the end of the semester, with a “C” grade or higher, the greater the unit load, the higher amount of money a student will receive.
The CDTC award to Rio Hondo will be divided among all the students who meet the “C” grade or higher requirement. This system of payment was approved by the Child Development Department and CDTC Advisory Committee.

The Budget Program Review figures (see Appendix A) reflect on the economy with the cutting of young children's programs which has an impact on the number of students working. We are noticing a lower number of students applying for the CDTC scholarships but taking a higher amount of units per semester. In the past, we have had a higher number of students applying for the CDTC Scholarship but taking an average of 3 units. Fall 2012 data is forthcoming by the end of the fall semester. Current budget reviews indicate that from 2001 to Fall 2012, 2,238 students carrying 15,711 units have earned $270,687.50.

The enrollment numbers for Child Development courses that meet general education requirements (CD 106 and CD 208) have maintained strong enrollment. Elective courses that have shown the highest enrollments have tended to be curriculum oriented and related to program structure, special education, and those related to infant and toddlers.

The number of students completing the Child Development program with certificates and degrees follows similar patterns seen in the last program review with large groups completing some academic years, smaller groups later and then the repeat of larger groups. For example in 2007, 73 students were awarded an Associate of Science, while 57 were awarded in 2008. In 2009 the number dropped again to 53 but steadily climbed to 68 in 2010. The certificates of completion followed similarly with 133 being completed in 2007, dropping to 51 and 54 in years 2008 and 2009 and then climbing back to 125 in 2010.

---

**Program's Weaknesses**

The Child Development field is constantly changing and is profoundly affected by budget shortfalls and political agendas. These factors result in an ever increasing and pressing work load that is a challenge for faculty to keep up with and distribute equitably within the department. This makes it difficult for Child Development faculty to keep up with new programs and funding opportunites in the field. Because of diminishing funding in other fields and areas groups and individuals outside of the field are often granted funding and contracts to provide programing and make important decisions related to the Child Development field without having direct experience in the field or education specific to the field. As a result, advocacy is constantly necessary to maintain components of the field or do damage control. This increasingly adds to faculty workload.

---

**Program's Opportunities**
Degree and Certificate Change

Beginning Spring 2013, the program of study for the Child Development Associates Degree and general Certificate of Achievement will change. These changes will align Rio Hondo’s program to the community college and university agreed upon Curriculum Alignment Program (CAP) and the new Child Development Transfer Degree. The change will also encompass all of the current Child Development curriculum, particularly CD 114 Observation and Assessment, and require three more units to earn a degree or certificate.

Professional Growth Advisors

Child Development Permits require their holder to plan and carry out 105 professional growth hours within a five year period in order to renew the permit. This needs to be completed under the supervision of a Professional Growth Advisor. In the past the Child Development Training Consortium maintained a data base record of currently available advisors. Funding reductions to the Consortium has no longer made that possible. There are five Professional Growth Advisors at the Pre-School Laboratory that are able to assist Rio Hondo students in completing the criteria to renew their permits.

Child Development Counselor

The Child Development Department has secured Perkins funding since the 2006-2007 academic year to hire a career/job placement counselor to assist students in making career choices, appropriate coursework choices and in applying for Child Development Permits required by the state to work in government funded children’s educational programs. Government funded programs require more academic course work but also provide higher pay and benefits. This opportunity encourages students to complete more course work and then utilize the counselor’s services to apply for Child Development Permits. The application process can be overwhelming for students and many students would not attempt it without assistance. A Child Development faculty member and the department counselor created and monitor a portal group in order to post job and volunteer opportunities for student and give the students opportunities to ask questions.

Alignment with Universities

California community colleges with Child Development majors have been working with California State Universities with that major to agree upon a 24 unit course of study that can be articulated if a student plans to transfer (Curriculum Alignment Project CAP). With the new state requirements related to transfer degrees this work will facilitate the ability of the Child Development/Education Department to align with participating California State Universities and will facilitate the process of creating a Child Development Transfer degree. Currently CD 102,110, and 208 have been approved by the curriculum committee. CD 106,111, and 224 are in progress and will be ready for curriculum approval by the end of the Fall semester. The Perkins funded Child Development counselor is currently working on an alignment matrix for students to see the pathway to completing their A.S and then B.S degree. The focus is on the CSU programs that are part of the Californai Alignment Project.
Faculty Coordinator of Laboratory School

A Child Development Faculty Coordinator year round at the Laboratory, including during Intersession and Summer Semester provides consistency to the program and assures continued progress in improving the quality of the laboratory program and its efforts towards achieving accreditation status from the National Association for the Education of Young Children. This will allow the department to fully utilize the program as a laboratory opportunity for our students.

South Whittier Education Center

Since Spring 2011, child development courses have been offered at the South Whittier Education Center. This is an opportunity to reach out to potential students in the neighboring community who are interested in the field of Child Development. The courses offered assist students in obtaining their child development permit which will allow them to work with children at the preschool level in various capacities.

New Standards for California Preschools

The California Preschool Foundations and Curriculum Frameworks is motivating students to take additional classes in order to gain a better understanding of the areas in which they will be teaching. Also students are returning to the classroom in order to better understand the state Desired Results Developmental Profile (DRDP). Completion of CD 114 Observation and Assessment is now a prerequisite for CD 228 Early Childhood Education Practicum. By making the observation component a prerequisite, students are better prepared for the required observation aspect of practicum.

Program's Threats

Community college funding decreases have delayed the application process in order to earn accreditation status from the National Association for the Education of Young Children at the Pre-School Laboratory. With the unstable economy, students are experiencing job layoffs and cannot afford to take classes. Or, students may miss classes in order to pick up an additional work shift.

The consistent level of construction at Rio Hondo limits student ability to find adequate parking. This, in turn, threatens their return rate as well as interfering with their chances of succeeding in classes. The increasing costs of textbooks also threaten enrollment. In most instances, the cost of textbooks far outmatches the cost of tuition.

The current economy has resulted in Child Development/Education courses taught during Intersession to be completely cut and diminished the number of sections offered during Summer Sessions. Additional course offerings were reduced in Fall 2012 and have been reduced again for Spring 2013.

Other units and entities within the college and across the state have written grants or
secured funding which require Child Development/Education faculty participation without first consenting with the faculty and field for their input. Individuals implementing and overseeing these programs related to the field of Child Development are not from the field. As a result the reputation of the department within the Child Development professional community has been impacted and also Child Development students often become frustrated when they hear information from these programs that does not agree with the information provided during their Child Development course work. This is a constant threat to our department and the field.

Program's Accomplishments and Recommendations for Improvement

Accomplishments:

Los Angeles County Office of Education, Head Start Division
Early Learning Mentor Coaches Project

One full time faculty and seven adjunct faculty members from the Child Development Department provided one on one mentor coaching to thirty six Head Start teachers working for Los Angeles County Office of Education at six delegate agencies. The program began in January 2011 and ended in March 2012. The Classroom Assessment Scoring System (CLASS) was completed for each teacher. The Head Start teachers and their Rio Hondo mentor utilized the results to establish goals for the mentoring process. Mentors and mentees met two times per month for five months. When mentoring was complete another CLASS assessment was completed to measure the success of the program. Two conferences were held at the Rio Hondo Pre-school Laboratory to bring together all of the mentors and mentees participating in the program and celebrate the positive outcomes of the project. When comparing the Pre and Post Mentoring CLASS scores statistically significant differences were found in the techniques of instruction used by the teacher. Improvement was also seen in classroom organization and emotional support provided for the children. The Pre-School Laboratory Faculty Coordinator currently serves as a member of the Los Angeles County Office of Education Head Start Policy Council.

Online Student Handbook/Counseling

The Child Development Department web page offers a student handbook that makes available information regarding the program of study, university articulation, Child Development Permits and scholarship opportunities from the Department of Education Child Development Training Consortium. A full time child development faculty member presents information regarding career options in the field and the verification program to the counseling department at Rio Hondo and the local high schools. This allows students to complete the course work their child development permit in a timely manner and makes sure the information provided to students by general counselors is more likely to be accurate.

As a result of Perkins funding, the Child Development Department has secured a counselor that works closely with the Faculty Coordinator of the preschool laboratory. The counselor
attends regularly scheduled general counseling meetings and disseminates pertinent information to the other counselors in the department so student needs and issues can be readily addressed. The counselor and laboratory school coordinator have been offering seminars regarding the permit process for students and inviting counselors to attend as well. Our Child Development counselor is currently working on an alignment matrix for students to see the pathway to completing their A.S and then B.S degree. We are focusing on the CSU schools that are part of the California Alignment Project.

Preschool Teacher Certificate of Achievement

Beginning Spring Semester 2010 the department has offered students a fifteen unit Chancellor’s Office approved Preschool Teacher Certificate of Achievement. This Certificate includes the coursework state law requires professionals who are employed as teachers in private for profit programs to have completed and provides a motivational stepping stone towards the general Child Development Certificate of Achievement and Associates Degree.

Recommendations:

1. In order to provide quality vocational training, students need to have more opportunities to interact with children from the Pre-school Laboratory for assessment, observation, and teaching assignments. It is recommended that instructors construct assignments that allow students opportunities to work with children in real-life situations.

2. In order to provide valid and reliable data reporting on Student Learning Outcomes, it is recommended that more part-time faculty members meet with full-time faculty members to be consistent with data collection and reporting. Faculty members who teach courses with performance-based assessments are encouraged to work together to establish a common grading rubric to provide for consistent grading across the department.

3. Child Development Faculty should be consulted before any grants or funding pertaining to the field of child development are pursued. It is recommended that the Child development faculty be consulted before beginning any grant process that will potentially involve the Child Development Center or faculty.

4. Full-time faculty should meet on a more regular basis to disseminate information and reflect on best teaching practices.

Program's Strategic Direction

The Rio Hondo Child Development/Education Department continues to respond to the external demands and opportunities from local, state and federally funded programs. Our
department will continue to partner with children's programs within the local community in order to offer practicum placements for students in a variety of types of programs city funded, state funded, private programs and programs for children with special needs. The department will be working to meet the new state requirements for transfer degrees and currently has received funding for federal monies to work with Head Start programs.

The department will facilitate and support any efforts of the Pre-school Laboratory in becoming an NAECYC accredited children's program and utilize the program as a laboratory opportunity for their Child Development/Education students.

Program's Staff Development

In order to stay abreast of the current trends in preschool education, it is recommended that the Child Development department pursue workshops and seminars that deal with best practices and emergent curriculum facilitation. It would also be useful to collaborate with other community college faculty regarding their practicum classes.

We will continue to work with the CSU programs that are part of the California Alignment Project in order to facilitate completion of the transfer degree in Child Development.

Program Review - Additional Comments

The Child Development/Education Department offers twenty-nine courses. Four courses are currently required in order to complete the general Child Development Certificate of Achievement and Associate of Science Degree. Beginning Spring Semester 2013 five courses will be required to complete the Certificate and Degree. The program offers students 24 electives. Two courses focusing on parenting, infant/toddler and special education are available for students who would like to specialize in these areas. The department has a cycle system to assist in keeping track of courses that currently need revision. The Spring Semester 2013 program changes required that all of our course outlines were up to date.

Program Review - Executive Summary

http://research880/planview.asp?id=1088
The Child Development Education Program strives to educate students who will become professionals in the child development field, facilitating and supporting the development of children of all ages and their families in a wide variety of venues, including educational programming, social services, and business enterprises. Toward that end, the highly qualified and experienced faculty provide 29 course offerings, various certificates, and an Associate’s degree.

Commendations

- Commendations on well thought out SLOs, multiple pathways to certificates, and high number of awarded degrees.
- Commendations on creating an online Student Handbook.
- Commendations on collaboration with campus preschool lab and other off-campus educational sites.
- Commendations on the Perkins funded verification program which leads to employment.
- Commendations to the faculty for involvement with CCCECE, leading to state advocacy for the program.
- Commendations to program in its variety of offerings (29 courses, day/afternoon/evening, online); articulation with high schools, ROPs, and universities; and Child Development Scholarship Program.

Program-Level Recommendations

- Rubric and assessment methods should be included with SLOs; include data that shows if goals are being met; include analysis of data in narrative form.
- Revise Mission Statement and reorganize document as necessary.

Institutional-Level Recommendations

- Install a sound system and two way mirrors for two observation rooms at the Child Development Center/Lab School to enhance observational experience.

Program Review - Response to the Executive Summary
Goal #1  Long term (2-5 years)  Corresponds with Institutional Goal # 1  Status: in progress

Description of Goal

Develop a partnership between the Child Development/Education department and the Pre-school Laboratory. Rio Hondo students will utilize the Pre-school Laboratory for observation and assessment assignments as well as to plan teaching and learning experience in which the preschool children will participate.

Evaluation of Goal

Students will complete Child Development 228, Early Childhood practicum at the laboratory preschool. The Child Development/Education faculty will directly participate in the self-study process towards NAEYC accreditation for the Pre-school Laboratory.

Objective #1.1  Status: in progress

The Child Development/Education department will directly support the process of the Pre-school Laboratory self-study to achieve the National Association for the Education of Young Children (NAEYC) Accreditation.

Existing Resources

A full time Child Development faculty member is currently assigned to coordinate the Pre-school Laboratory program. Staff has access to Emergent Curriculum Instructional textbooks that were purchased last year.

Goal #2  Long term (2-5 years)  Corresponds with Institutional Goal # 2  Status: in progress

Description of Goal

http://research880/planview.asp?id=1088
Child Development /Education students will recognize and implement authentic assessment techniques and effectively describe the value of this approach to providing quality programming for children.

**Evaluation of Goal**

This goal will be evaluated using Student Learning outcomes based on authentic assessment produced in courses. By utilizing authentic assessment, instructors will be able to gauge which students have the practical application skills necessary to be effective teachers of children in early childhood environments.

**Objective #2.1**

Child Development/Education students will recognize and implement authentic assessment techniques and effectively describe the value of this approach to providing quality programming for children.

**Existing Resources**

CD 114 is now offered each semester and will be listed in the course catalog as being a requirement for completing practicum and will be a general Certificate and degree requirement Spring 2013.

**Goal #3** Long term (2-5 years) Corresponds with Institutional Goal # 1 Status: in progress

**Description of Goal**

The Department will become a participant in the Curriculum Alignment Project (CAP) and utilize the benefits of that project to assist in creating a Child Development Transfer Degree.

**Evaluation of Goal**

Completion of the application process for the Curriculum Alignment Project (CAP) and a Child Development Transfer Degree.

http://research880/planview.asp?id=1088
Objective #3.1

The department will create a Child Development Transfer Degree incorporating the 8 courses agreed upon for the Curriculum Alignment Project and put the Degree through the Rio Hondo Curriculum Committee for approval.

Existing Resources

Faculty members have had 3 of the 6 classes approved by the curriculum committee for the transfer degree. The three remaining classes are in the progress and will be completed and sent to the curriculum committee by the end of the Fall 2012 semester.

Objective #3.2

The department will make the necessary revision to the eight courses included in the alignment project and submit them to the Rio Hondo College Curriculum Committee in order to become an approved participant in the project.

Existing Resources

Faculty members are working to complete this task. The focus is the transfer degree and once that is complete, the CAP alignment paperwork will be submitted.
## Child Development Training Consortium
### Budget Program Overview

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Total number of students per year</th>
<th>Total number of units per year</th>
<th>Approved funds for year based on 850 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>Fall</td>
<td>96 students</td>
<td>205</td>
<td>$11,250</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>109 students</td>
<td>205</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>Fall</td>
<td>122 students</td>
<td>298</td>
<td>$18,750</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>176 students</td>
<td>298</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>Fall</td>
<td>980.5 units</td>
<td>2,201.5</td>
<td>$21,250</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>1,221 units</td>
<td>2,201.5</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>Fall</td>
<td>107 students</td>
<td>1,616.5</td>
<td>$21,250</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>122 students</td>
<td>1,616.5</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Fall</td>
<td>111 students</td>
<td>223</td>
<td>Additional one-time only funds $18,750</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>112 students</td>
<td>223</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>Fall</td>
<td>820 units</td>
<td>1,663</td>
<td>Total for year $40,000</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>835 units</td>
<td>1,663</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Fall</td>
<td>110 students</td>
<td>214</td>
<td>Additional one-time only funds $18,750</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>104 students</td>
<td>214</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Fall</td>
<td>851 units</td>
<td>1,639</td>
<td>Total for year $40,000</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>788 units</td>
<td>1,639</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Fall</td>
<td>116 students</td>
<td>240</td>
<td>Additional one-time only funds $7,500</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>124 students</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Fall Units</td>
<td>Spring Units</td>
<td>Total Units</td>
<td>Total for Year</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>--------------</td>
<td>-------------</td>
<td>----------------</td>
</tr>
<tr>
<td>2007</td>
<td>97 students</td>
<td>96 students</td>
<td>193</td>
<td>$21,250</td>
</tr>
<tr>
<td>2008</td>
<td>567 units</td>
<td>636 units</td>
<td>1,233</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>89 students</td>
<td>96 students</td>
<td>185</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>107 students</td>
<td>97 students</td>
<td>204</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>69 students</td>
<td>57 students</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>69 students</td>
<td>52 students</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td></td>
<td>419 units</td>
<td>370.5 units</td>
<td>789.5</td>
<td></td>
</tr>
</tbody>
</table>

**Totals**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
<th>Total Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>97</td>
<td>96</td>
<td>193</td>
<td>$21,250</td>
</tr>
<tr>
<td>2008</td>
<td>567</td>
<td>636</td>
<td>1,233</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>89</td>
<td>96</td>
<td>185</td>
<td>additional onetime only funds $5,000</td>
</tr>
<tr>
<td>2010</td>
<td>107</td>
<td>97</td>
<td>204</td>
<td>additional onetime only funds $3,750</td>
</tr>
<tr>
<td>2011</td>
<td>69</td>
<td>57</td>
<td>126</td>
<td>Reduced earnings of $2,600</td>
</tr>
<tr>
<td>2012</td>
<td>69</td>
<td>52</td>
<td>121</td>
<td>Reduced earnings of $1,512.5</td>
</tr>
<tr>
<td></td>
<td>419</td>
<td>370.5</td>
<td>789.5</td>
<td>Total for year $19,737.5</td>
</tr>
</tbody>
</table>

**Total** $270,687.5 awarded to students
## Individuals Who Participated in Developing this Plan

The following people acknowledge that they participated in the development of or reviewed this plan.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Moe, Sondra</td>
<td>Review Manager</td>
</tr>
<tr>
<td>2. Sigala, Carol</td>
<td>Participant</td>
</tr>
<tr>
<td>3. Lynch, Kelly</td>
<td>Participant</td>
</tr>
<tr>
<td>4. Kepner, Patricia</td>
<td>Participant</td>
</tr>
</tbody>
</table>
2012-13
Program Review

Name of Program: Human Services
Name of Unit: Behavioral and Social Sciences
Name of Area: Academic Affairs
Date Completed: 10/8/2012

Program's Mission Statement

The Human Services/Drug Studies program is committed to the mission, vision and values of Rio Hondo College. To this end, the program supports life-long learning as a significant principal of the program as well as a collective passion for promoting the study of Human Services and Drug Studies.

Specifically, the Human Services/Drug Studies program is designed to prepare students for para-professional jobs in social service and/or addiction treatment agencies. Completion of the Drug Studies certificate and degree provide students with a fundamental requirement for state approval as Certified Addiction Treatment Counselors. Likewise, many of the courses for both Human Services and Drug Studies are major transferable to several local colleges in the California State University system.

The unique nature of the program rests on the interdisciplinary and collaborative efforts between the departments of Sociology and Psychology. A particular strength of the Human Services and Drug Studies courses are that a majority of classes are taught by adjunct faculty who possess direct professional experience in the delivery of treatment, counseling and other social services. It is an asset to our students that faculty interject numerous practical anecdotes and scenarios into the classroom environment.

In addition to these departmental values, the program faculty strive to ensure that the department is supportive of the Rio Hondo College vision, mission and values statement. In that the college values quality teaching and learning, as well as student access and success, the full-time faculty participates in continuing education opportunities that enhance and expand their expertise within their field and within the classroom. The program is largely considered an evening program with some minor exceptions. Historically, the program has offered "on ground" classes, as well as hybrid and off-campus courses to accommodate the varying needs of today's student.

Secondly, as Rio Hondo College values diversity and equity, the Human Services/Drug Studies program ensures that all hybrid courses are both accessible and compliant in meeting Section 508 and WC3 requirements.
The Human Services program is committed to the intent of Student Learning Outcomes as a tool for gauging student understanding and success. Program level SLO’s have been developed based on students' academic goals:

**Associate of Science Degree in Drug Studies and/or Certificate of Achievement in Drug Studies:**

• Students completing the AS in Drug Studies and/or a Certificate of Achievement in Drug Studies will be competent in essential elements of counseling addiction populations. Such skill sets include an active knowledge of ethics, a capacity to complete entry-level documentation, the ability to identify and apply various counseling theories and the ability to appraise the range of addictive substances and their correlated effects.

**Certificate of Skills Proficiency Human Services:**

• Students completing the Certificate in Human Services will have a fundamental understanding of social problems, human behavior, and social service institutions as well as the ability to apply their acquired knowledge to a fieldwork experience.

Faculty have developed student learning outcomes for all of the courses within the program. These SLO’s are utilized on a rotating basis and each course evaluates one SLO each time the course is offered. The department is committed to including the adjunct faculty in dialoguing about the creation of student learning outcomes as well as the assessment of those outcomes.

**Program's Characteristics, Performance and Trends**

**UPDATED DATA FOR 2012-2013 PLANNING PROCESS**
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HUSR111</td>
<td></td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUSR118</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUSR122</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUSR124</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>HUSR126</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUSR130</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUSR199</td>
<td></td>
<td>11</td>
<td></td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>HUSR230</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY101</td>
<td>377</td>
<td>946</td>
<td>80</td>
<td>872</td>
<td>317</td>
<td>998</td>
<td>37</td>
<td>889</td>
<td></td>
</tr>
<tr>
<td>PSY101H</td>
<td></td>
<td>23</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY112</td>
<td>77</td>
<td>209</td>
<td>53</td>
<td>159</td>
<td>54</td>
<td>106</td>
<td>24</td>
<td>164</td>
<td></td>
</tr>
<tr>
<td>PSY114</td>
<td>41</td>
<td>81</td>
<td>74</td>
<td>33</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
<td>78</td>
</tr>
<tr>
<td>PSY121</td>
<td>28</td>
<td>38</td>
<td>19</td>
<td></td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY123</td>
<td>26</td>
<td></td>
<td>29</td>
<td></td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY127</td>
<td></td>
<td>26</td>
<td></td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY133</td>
<td></td>
<td>29</td>
<td></td>
<td></td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC101</td>
<td>288</td>
<td>738</td>
<td>87</td>
<td>701</td>
<td>319</td>
<td>930</td>
<td>45</td>
<td>748</td>
<td></td>
</tr>
<tr>
<td>SOC101H</td>
<td></td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>SOC102</td>
<td></td>
<td>37</td>
<td>37</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>82</td>
</tr>
<tr>
<td>TOTAL</td>
<td>837</td>
<td>2155</td>
<td>220</td>
<td>1946</td>
<td>742</td>
<td>2276</td>
<td>106</td>
<td>2081</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
<td>-----------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-----------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Success</td>
<td>65.55%</td>
<td>53.57%</td>
<td>76.82%</td>
<td>53.21%</td>
<td>69.41%</td>
<td>52.20%</td>
<td>75.47%</td>
<td>54.55%</td>
<td>73.91%</td>
</tr>
<tr>
<td>Retention</td>
<td>83.01%</td>
<td>81.10%</td>
<td>89.55%</td>
<td>79.18%</td>
<td>85.44%</td>
<td>82.63%</td>
<td>82.08%</td>
<td>81.53%</td>
<td>88.63%</td>
</tr>
<tr>
<td>-----</td>
<td>-------------</td>
<td>-----------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-----------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>253</td>
<td>469</td>
<td>118</td>
<td>388</td>
<td>290</td>
<td>409</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>170</td>
<td>366</td>
<td>39</td>
<td>317</td>
<td>136</td>
<td>409</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>124</td>
<td>319</td>
<td>12</td>
<td>327</td>
<td>89</td>
<td>369</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CR</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>35</td>
<td>141</td>
<td>7</td>
<td>123</td>
<td>34</td>
<td>193</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>111</td>
<td>452</td>
<td>21</td>
<td>382</td>
<td>85</td>
<td>409</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IC</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IF</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MW</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NP</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>142</td>
<td>407</td>
<td>23</td>
<td>405</td>
<td>108</td>
<td>305</td>
<td>19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### FTES: Human Services

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.69</td>
<td>3.45</td>
<td>2.81</td>
<td>3.50</td>
<td>7.72</td>
<td>20.55</td>
<td>14.17</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources: Santa Rosa (Fall 2006 to Fall 2009), ESS (Spring 2010 to Spring 2011); based on RHC course listings.

### FTES: Human Services (TOP Code 210400)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.76</td>
<td>3.68</td>
<td>2.81</td>
<td>3.60</td>
<td>3.79</td>
<td>10.91</td>
<td>4.65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FTES: Drug Studies (TOP Code 210440, Alcohol and Controlled Substances)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.53</td>
<td>3.08</td>
<td>2.49</td>
<td>14.04</td>
<td>1.95</td>
<td>3.75</td>
<td>4.76</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Combined FTES: Human Services & Drug Studies

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12.29</td>
<td>6.76</td>
<td>5.30</td>
<td>17.64</td>
<td>5.74</td>
<td>14.66</td>
<td>9.41</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: CCCCO Data Mart (based on TOP Code).
### Human Services & Drug Studies Section Delivery

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HUSR: 111, 118, 122, 124, 126, 130, 199, 230</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Evening</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Weekend</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Online</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>PSY: 101, 112, 114, 121, 123, 127, 133</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>1</td>
<td>15</td>
<td>4</td>
<td>17</td>
<td>1</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Weekend</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>SOC: 101, 102</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>1</td>
<td>9</td>
<td>4</td>
<td>9</td>
<td>1</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Weekend</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total: Human Services &amp; Drug Studies Classes</td>
<td>2</td>
<td>48</td>
<td>19</td>
<td>52</td>
<td>2</td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>

### Degrees & Certificates

<table>
<thead>
<tr>
<th>Program</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HUSR</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate (6-18 Units)</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td><strong>DRUG (Alcohol &amp; Controlled Substances)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td><strong>Certificate (30-60 Units)</strong></td>
<td>8</td>
<td>10</td>
<td>9</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Certificate (6-18 Units)</strong></td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
1. What does the program, unit, or area do?

The Human Services/Drug Studies program is designed to prepare students for para-professional jobs in social service and/or addiction treatment agencies. Completion of the Drug Studies degree and/or certificate provides students with a fundamental requirement for state approval as Certified Addiction Treatment Counselors in California. Likewise, many of the courses for both Human Services and Drug Studies are major transferable to several local colleges in the California State University system.

2. What programs, services, staff, etc., make up the program, unit, or area?

Offerings:

- Associate of Science degree in Drug Studies
- Certificate of Achievement in Drug Studies (35 units)
- Certificate of Skills Proficiency in Human Services (17 units)

- Currently, an Associate of Arts in Human Services is being written to enhance the offerings of the program.
Staff:

The Human Services/Drug Studies program is coordinated by a full-time faculty member of the Sociology department. The faculty member is provided with 20% reassign time per semester for the associated roles and responsibilities of the position.

In the last 3 years, a designated part-time, Human Services/Drug Studies counselor has been available to students by utilizing Perkins IV grant funding.

Clerical support for the program is provided by the secretary and clerk in the Behavioral and Social Sciences Division.

3. What services does the program, unit, or area provide to further its mission?

As indicated, the program provides students with a designated, part-time academic counselor to assist with planning schedules as well as orienting students to the requirements for state-certification. Likewise, a faculty coordinator also works with students in providing information about transfer options, job placements and networking opportunities.

Both the counselor and faculty coordinator are well-versed in the range of student services offered by the college and utilize a range of resources to facilitate the optimum learning environment for students. Additionally, program faculty serve as a vital resource to students seeking jobs and/or transfer opportunities in the field.

4. Who are the customers or clients the program, unit, and area has served over the past five years and how many?

Students seeking a degree and/or certificates in Drug Studies and/or Human Services are the primary focus of the program. Although precise numbers of students served are difficult to ascertain, the program has enjoyed healthy enrollments over the last five years. The eleven core classes of the program are routinely at maximum capacity. Specifically, nine of the core courses have a class size of 45 while the two practicum courses have a class size of 25.

One indicator of capturing the number of students served is to consider total enrollments in the eleven core courses of the program.

The following is a summary of those figures:

- 2008/2009: 316 students
- 2009/2010: 419 students
- 2010/2011: 425 students

Another indicator is the number of students declared as Human Services or Drug Studies majors. The following figures are unduplicated head count for both areas:

- Associate of Science in Drug Studies: 246
- Certificate of Achievement Drug Studies: 249
- Drug Studies Transfer: 1
Drug Studies: No goal listed: 19  
Certificate of Skills Proficiency Human Services: 8  
Human Services: No goal listed: 22

In total, the Human Services program is serving 545 students that have declared the above listed majors and academic objectives.

5. If this is an academic program, unit or area, explain the curriculum. When was it last updated and what changes have or will be implemented?

Recent Changes:

• Change in designation of core requirements

As previously indicated the Human Services/Drug Studies program consists of 11 core courses, 8 under the Human Services designation and 3 under the Psychology department. There are 2 elective courses that can be taken in either Psychology or Sociology. In the 2007-2008 academic year, 4 of the core requirements were changed from Psychology to Human Services. This allowed for a greater range of faculty to teach the reassigned courses. Historically, the division was challenged to find Psychology instructors with both research expertise as well as applied experience. This shift enabled the division to widen the pool of potential instructors to include those with the academic training and practical experience in Counseling and/or Social Work.

Proposed Changes:

• Unit number change for Human Services 124: Case Management and Documentation

Currently the course is 2 units but the coordinator along with program faculty have considered increasing the class to 3 units. The initial decision for the 2 unit count came largely out of issues related to local requirements for a certificate. There is a need to revisit this decision. The advisory committee for the Drug Studies Program is in full support of the potential change.

• Certificate in Skills Proficiency Human Services requirements

Currently, the certificate requires students to complete Psychology 133. This course is currently dormant in the department; therefore, Psychology 180 will be used instead. Before the official curriculum change is approved, students are being advised of the change and the department is also considering course substitutions as a strategy to facilitate certificate completion.

Currently, all the courses designated as Human Services are being reviewed for updates. Specifically, Human Services 111, Human Services 124, and Human Services 199 are being updated. In addition to Human Services, the Psychology and Sociology programs are undergoing program review. All of the required and elective courses for this program are being reviewed and updated as needed.
• New degree in Human Services

A new AA degree in Human Services is being written to enhance the offerings of the program. Specifically, students that are interested in the helping and/or counseling professions may not be interested in the current AS in Drug Studies.

According to the Employee Development Department of California (EDD), there is a projected growth for Human Services Assistants with an Associate’s degree to be almost 18% in the next 7 years.

Human Services exists as a program and/or degree in 43 of the 112 community colleges in California. This generally supports the validity for such a degree at Rio Hondo.

Furthermore, Rio Hondo has the opportunity to be one of the only community colleges in the San Gabriel Valley to offer a Human Services Degree. Although, many of our neighboring community colleges offer specific degrees and/or certificates in Drug Studies (East Los Angeles, Cypress, Glendale, Long Beach City, Los Angeles, Mount San Antonio) only three also offer a degree in Human Services (Cypress, Long Beach and Los Angeles).

6. What does the program, unit, or area facilitate for staff development?

Faculty continually seek opportunities to remain relevant and informed regarding the trends in the field of addiction treatment and social services.

For the last several years, some program faculty have attended the annual meeting of the California Association of Drug and Alcohol Educators (CAADE). This conference is of particular significance since CAADE accredits the Drug Studies Program and serve as a liaison between students seeking certification and the state.

Likewise, the current coordinator of the program recently completed a second Master of Science degree in Human Services. This was done to provide the additional academic acumen in facilitating, creating, and developing the necessary curriculum and associated activities for a more robust program.

Through the use of Perkins funds, individual faculty have participated in one-day and local conference events.

Performance and Trends

1. Has the program, unit, or area been growing, shrinking, or remaining stable the last five years?

An important benchmark for this program was to separate the data and program review
process out of the Psychology and Sociology departments into a distinct plan. Due to the previous structure, significant data was likely lost or overlooked within the other departmental umbrellas. Although the Human Services/Drug Studies program has been in existence for over 10 years, this the first program review solely dedicated to the program. Last year was the first time the Human Services title was utilized in the planning process to tease out the unique needs, goals and accomplishments of the associated programs.

The data used for this section describes the 11 core courses in the Human Services/Drug Studies programs. It was decided that the inclusion of elective courses in this data analysis would be misleading as these courses tend to have very high enrollments and numerous sections (Psychology 101 and Sociology 101 for example).

The Human Services/Drug Studies program is experiencing a tremendous rate of growth.

• Enrollment has increased by 34% in core classes between 2008/2009 (316 students enrolled) and 2010/2011(425 students enrolled).

The Human Services/Drug Studies program has maintained above average retention rates in core course offerings. Rates are higher than the campus average of 82% in the same time-frame.

• Core course retention average 87% (2006/2007-2010/2011)

The Human Services/Drug Studies program has significantly improved success rates in core course offerings over the last 3 years.

• 2008-2009: 68.8% success
• 2009-2010: 75% success
• 2010-2011: 79.6% success

The Drug Studies/Human Services degree and certificates have had steady completion rates.

• Human Services 17-unit certificate
  05/06: 1
  06/07: 0
  07/08: 3
  08/09: 0
  09/10: 5
  *10/11: 3

* Data collected by program

• Drug Studies 35-unit certificate
  05/06: 8
  06/07: 10
  07/08: 9
  08/09: 3
  09/10: 3

• Drug Studies-AS Degree
2. How does the program, unit, or area address diversity issues in the staffing, students, etc?

The student population of the Human Services program, in general, and the Drug Studies Program in particular, represent a diverse group of students. In fact, the program attracts a range of students that extends beyond traditional notions of diversity to include students recovering from addiction, students that have been incarcerated, students that are dealing with a range of health issues including HIV and hepatitis, as well as the challenges often seen among community college populations.

Given the many barriers experienced by students, the addition of a part-time academic counselor along with a designated faculty coordinator are essential features of this program. As the counselor is compensated through the use of grant money, there is a viable risk that those funds may not be available in the future.

3. Have there been any changes that may affect the performance of the program, unit, or area?

With the addition of a designated program coordinator and a specific academic counselor, it is anticipated that rates of graduation and program completion will enjoy healthy improvements over the next 5 years.

---

**Program's Strengths**

- A majority of faculty teaching in the program are professionals in the Drug Treatment and/or Social Service field. Faculty bring relevant, applicable skills into the class room environment.

- Students can complete either an AS in Drug Studies or a 35-unit Certificate of Achievement in Drug Studies. The degree has existed for approximately 10 years at Rio Hondo College.

- Students can complete a 17-unit Certificate of Skills Proficiency in Human Services.

- Students in the Human Services program are provided essential industry experience. Students that complete either the Drug Studies degree or certificate are required to complete 1 Fieldwork course and 1 Internship course. Students that complete the Human Services certificate are required to complete 1 Fieldwork course.

- Students contribute thousands of service hours to local treatment centers and human service agencies each academic year.

- In January 2011, Rio Hondo College assigned a faculty coordinator to oversee the program.
The coordinator receives 20% reassign time each semester.

• A part-time, designated Human Services/Drug Studies counselor is available to students through the use of grant dollars.

• The Drug Studies program enjoys an exceptional transfer pathway between Rio Hondo College and California State University, Fullerton. Students completing the degree or certificate in Drug Studies can transfer 18 units into the Human Services major at CSUF.

• An advisory committee for the Drug Studies program has been in place for the last three years. The advisory committee is comprised of agency partners, students, faculty and administrators.

• Perkins grant dollars have been awarded to the program over the last five years. This requires annual application, administration and evaluation by the program coordinator.

---

**Program's Weaknesses**

• Lack of resources to expand course sections to students. Each core course is taught only one time per academic year.

• Limited flexibility in course scheduling. Core course are offered only in the evening.

• Compared to the number of students enrolled, graduation and certificate completion rates are low. (See 'Performance' section for specific data)

• Improvement is needed in tracking student outcomes. Although graduation and completion rates are significant benchmarks, these do not fully capture the range of successful outcomes for students.

• Lack of a new, full-time faculty member in Human Services to teach classes and coordinate various aspects of the program.

---

**Program's Opportunities**

• There is tremendous opportunity for growth in Human Services and Drug Studies. Given the current economic condition of California, many service providers are relying on para-professional workers to fill vital social service positions.

According to the EDD, Human Services Assistant positions will increase by 18% in the next 7 years.

• The new degree in Human Services will provide students with additional opportunities in this
area. This degree is consistent with President Martinez's renewed commitment to developing degrees on campus.

• Rio Hondo has the opportunity to be one of the only community colleges in the San Gabriel Valley to offer a Human Services Degree. Although, many of our neighboring community colleges offer specific degrees and/or certificates in Drug Studies (East Los Angeles, Cypress, Glendale, Long Beach City, Los Angeles, Mount San Antonio) only three also offer a degree in Human Services (Cypress, Long Beach and Los Angeles).

• Rio Hondo has the opportunity to further commit to the Human Services program and Human Services/Drug Studies students by hiring a new full-time faculty member to teach and coordinate various program activities.

To reiterate, the college has the opportunity to bring the Human Services program on par with like-sized programs on campus that have similar enrollments. Two such examples along with Human Services/Drug Studies comparisons are listed below:

Average Enrollments for the last 3 years:

Geographic Information Systems (GIS)
• 2008/2009: 204 students
• 2009/2010: 212 students
• 2010/2011: 207 students

Chicano/a Studies
• 2008/2009: 329 students
• 2009/2010: 384 students
• 2010/2011: 470 students

Human Services/Drug Studies:
• 2008/2009: 316 students
• 2009/2010: 419 students
• 2010/2011: 425 students

Core Courses Offered in the Degree/Program:

Geographic Information Systems (GIS): 6 core courses
Chicano/a Studies: 5 core courses
Human Services/Drug Studies: 11 core courses

Full-Time Faculty member assigned exclusively to the degree/program:

Geographic Information Systems (GIS): 1
Chicano/a Studies: 1
Human Services/Drug Studies: 0

• Rio Hondo in general, and the Human Services program in particular has an opportunity to partner with Whittier College and their Center for Civic Engagement. The current Human Services coordinator along with other members of Rio Hondo have met with leaders from
Whittier College to discuss future partnerships and student opportunities for Service Learning.

Program's Threats

• There have been discussions and proposals regarding legislative change for state certification as an Addiction Treatment Counselor. At present, no such changes have been passed. Should such legislation pass in the future, the program will certainly evaluate the impact on the current program.

• As with all programs on campus, the severity and length of the current economic crisis in California could adversely impact the program.

Program's Accomplishments and Recommendations for Improvement

Accomplishments:

• Partnerships with local service agencies have been developed with the Human Services/Drug Studies program to provide students internship and fieldwork placements in the Whittier area and the greater Rio Hondo district.

• An advisory committee has been established for the Drug Studies Program that consists of industry professionals, students, campus administrators and faculty. The committee has convened for the last three years.

• The Human Services program has grown by 34% in the last 3 years and has achieved high retention rates of approximately 87% over the last five years.

• Success rates in core course offerings have shown healthy improvements in the last 3 years:
  2008-2009: 68.8% success
  2009-2010: 75% success
  2010-2011: 79.6% success

• Perkins grant dollars have been utilized for 5 years to supplant the resources needed to further develop and expand the program.

• The Drug Studies Program along with the ASB have sponsored an Alcohol and Drug Awareness Day in April for the last two years with several hundred students attending. Plans are in place to make this an annual campus event.

• In spring 2011, Rio Hondo College approved 20% reassign time for a division faculty member in the BSS division to coordinate the program. Although the program has existed for the last
10 years, this is the first time that the district agreed to such action. Both symbolically and practically, this demonstrates the district's commitment and support of the program.

- Through the use of grant money, a part-time, designated Drug Studies/Human Services academic counselor is available for students. This has produced increased opportunities to create education plans and discuss graduation and transfer opportunities.

Recommendations:

- Add additional course sections

A recurring request by students in the program is to expand the number of sections offered. As indicated, the core requirements are only offered once per academic year. This places a tremendous restriction upon students in scheduling of classes as well as meeting other demands on their time.

Likewise, core classes are only offered in the evening and students who have commitments (jobs, family, etc.) at those limited times are prohibited from taking courses and summarily completing the program or pursuing the degree/certificates offered.

As well, institutional data (see 'Performance' section) indicates that there are over 500 students declared as either Human Services or Drug Studies majors. One section of 45 students each academic year cannot meet student demand.

- Add a district funded, part-time counselor for Drug Studies/Human Services students

Currently, the designated counselor for the program has been funded using Perkins grant dollars. There is a viable threat that grant dollars could be lost and the position would be subsequently eliminated.

The unique needs of Human Services/Drug Studies students (see 'Characteristics' section) oblige the college to provide specific and additional academic support to this population.

- Create a distinct Human Services department in the Behavioral and Social Sciences Division

The Human Services program is currently assigned to the Sociology department since the coordinator is a full-time faculty member of that area. Likewise, the course offerings in Human Services are collaboratively offered by Sociology and Psychology.

The distinct department would provide greater clarity for current and potential students, would highlight separate resources needed from either Psychology or Sociology, and would showcase the offerings of the division and the campus as a whole to all constituent groups.

- Add an Associate of Arts Degree in Human Services
The new degree in Human Services will provide students with additional opportunities in this area. This degree is consistent with President Martinez's renewed commitment to developing degrees on campus.

There is tremendous opportunity for growth in Human Services. Given the current economic condition of California, many service providers are relying on para-professional workers to fill vital social service positions.

According to the EDD, Human Services Assistant positions will increase by 18% in the next 7 years.

Rio Hondo has the opportunity to be one of the only community colleges in the San Gabriel Valley to offer a Human Services Degree. Although, many of our neighboring community colleges offer specific degrees and/or certificates in Drug Studies (East Los Angeles, Cypress, Glendale, Long Beach City, Los Angeles City, Mount San Antonio) only three also offer a degree in Human Services (Cypress, Long Beach and Los Angeles City).

• Add a new full-time faculty member in Human Services

The requests for a new faculty member in this area have been included in the last 3 program plans for both Sociology and more recently Human Services.

During last year's discussion of new positions, the Human Services request was ranked 13th campus-wide. Due to severe fiscal restraints, none of the positions will be filled for the next academic year.

Rio Hondo has the opportunity to further commit to the Human Services program and Human Services/Drug Studies students by hiring a new full-time faculty member to teach and coordinate various program activities.

To reiterate, the college has the opportunity to bring the Human Services program on par with like-sized programs on campus that have similar enrollments. Two such examples along with Human Services/Drug Studies comparisons are listed below:

Average Enrollments for the last 3 years:

Geographic Information Systems (GIS)
• 2008/2009: 204 students
• 2009/2010: 212 students
• 2010/2011: 207 students

Chicano/a Studies
• 2008/2009: 329 students
• 2009/2010: 384 students
• 2010/2011: 470 students

Human Services/Drug Studies:
• 2008/2009: 316 students
• 2009/2010: 419 students
• 2010/2011: 425 students

Core Courses Offered in the Degree/Program:

Geographic Information Systems (GIS): 6 core courses
Chicano/a Studies: 5 core courses
Human Services/Drug Studies: 11 core courses

Full-Time Faculty member assigned exclusively to the degree/program:

Geographic Information Systems (GIS): 1
Chicano/a Studies: 1
Human Services/Drug Studies: 0

Program's Strategic Direction

In the next 3-5 years, the following goals will be addressed:

• Continued growth:

With the addition of a faculty coordinator, a designated counselor and approval of a new degree, growth can be anticipated.

• Long-term student tracking:

Anecdotally, students who have completed their AS or Certificate in Drug Studies have transferred and graduated from universities, secured jobs in the field and even gone on to graduate school. A mechanism to track alumni of the program will be instituted.

• Complete accreditation for CAADE (7 year cycle):

Over the next three, years the Drug Studies program will work on preparing the necessary material to renew Rio Hondo’s accreditation with the California Association of Alcohol and Drug Educators.

• Emphases or Specializations in Drug Studies/Human Services:

To address the ever-changing demands of social service and addiction treatment agencies,
there is need to create specializations to enhance current offerings. Some areas could include Dual-Diagnosis (an emphasis on both mental health problems and addiction), Domestic Violence, and services for Youth and Adolescents.

Program's Staff Development

Faculty continually seek opportunities to remain relevant and informed regarding the trends in the field of addiction treatment and human services.

• For the last several years, program faculty have attended the annual meeting of the California Association of Drug and Alcohol Educators (CAADE). This conference is of particular significance since CAADE accredits the Drug Studies Program and serve as a liaison between students seeking certification and the state.

• All faculty teaching in the core Human Services curriculum hold a membership in the California Association of Drug and Alcohol Educators. This provides them with industry updates and a host of professional development opportunities.

• Through the use of Perkins funds, individual faculty have participated in one-day and local conference events.

• The current coordinator of the program recently completed a second Masters degree in Human Services to provide the additional academic acumen to facilitate, create, and develop the necessary curriculum and associate activities in developing a more robust program. As well, she is a member of the National Organization of Human Services and the California Association of Drug and Alcohol Educators. She serves on the advisory board for Cal State Fullerton's Human Services program.

Program Review - Additional Comments

Program Review - Executive Summary

PROGRAM REVIEW EXECUTIVE SUMMARY

Program: Human Services
Committee Members Present: Marie Eckstrom, Howard Kummerman, Rene Tai, Jodi Senk, Adam Wetsman

Program Members Present: Rebecca Green, Angela Martinez, Melissa Rifino-Juarez

Commendations

- Commendations on high success and retention rate.
- Commendations on partnerships with local service agencies; providing internships to students, resulting in many service hours in the community.
- Commendations on excellent and ongoing professional development.
- Commendations on a diverse Advisory Committee.
- Commendations on successful collaboration with other departments.

Program-Level Recommendations

- Offer day sections in addition to evening sections.
- Increase counselor support for students.
- Expand program orientations/information (online, in the community, etc).
- Revise Program Review document to augment Performance and Trends; condense Mission Statement; indicate dates for completion of goals and objectives.

Institutional-Level Recommendations

- The college should ¡§validate¡¨ this program as its own department.
- Work with Grant Director to secure additional funding.
- Increase funding to program in order to offer more sections and more counselor time for students.
- Hire one full-time faculty to coordinate and teach in the program.

Program Review - Response to the Executive Summary

The Human Services program is appreciative of the time and energy members of the Rio Hondo community committed to reading and discussing the Program Review document.

The following is a brief response to the committee’s recommendations:

- Specific recommendations within the document, namely length of mission statement and clarity of timelines, are noted and adjustments are being reviewed.
- Efforts continue to be made to increase the number of sections for the program. Requests for expanding sections for fall 2012 have been denied due to severe budget constraints.
constraints.

- The program coordinator engages in on-going dialogue with the designated Drug Studies counselor. A Perkins grant application will be submitted for the 2012-2013 academic year to further fund the counseling position.
- A request for a new departmental designation was submitted to the President’s Cabinet and accepted. Human Services is now a distinct department within the Behavioral and Social Sciences Division.
- As indicated in this document, a request for a full-time faculty has been made. The program coordinator will continue to advocate for this position and will be sure to include this committee’s recommendation as another source of support.

### Description of Goal

The Human Services Program will add one additional section for each of the 9 content courses over the next academic year.

### Evaluation of Goal

The Human Services Program will compare the number of sections offered in the 2011/2012 academic year with the 2012/2013 academic year.

### Objective #1.1

The Rio Hondo district must approve the additional sections for the Human Services program to meet this goal.

### Resources Needed: Additional Budget

- **Requested Item:** Additional Course Sections
- **Required for How Long:** Ongoing
- **Requested Amount:** $40,500.00
- **Description:**

  Approximate cost of each section is $4500 depending on instructor teaching the class.  
  9 additional sections @ $4500 = $40,500
Supporting Rationale

There are over 500 declared Drug Studies/Human Services majors at Rio Hondo College. Currently, only one section of each core requirement is offered only once during an academic year.

Objective #1.2

Additional funding streams will be pursued to add additional sections.

Resources from Other Sources

**Resources from Grant: Perkins IV**

**Required for How Long:** Ongoing  
**Requested:** $45,000.00  
**Received:** $0.00  
**Reason for the difference between the amounts:**

The request for additional grant money is planned but has not been submitted. The request will be included in next year's grant application.

Goal #2  

Short term (1 year)  
Corresponds with Institutional Goal # 5  

Status: in progress

Description of Goal

The Human Services program will establish a new department of Human Services in the Behavioral and Social Sciences Division.

Evaluation of Goal

The Human Services program will report if this goal was met in the next program plan.

Objective #2.1  

Status: in progress

The Human Services program will seek support from the Dean and faculty members of the Behavioral and Social Sciences division for a new department of Human Services.
Objective #2.2  
Status: in progress  
The Human Services program will seek Board approval for a new department of Human Services.

Goal #3  Long term (2-5 years)  Corresponds with Institutional Goal #1  Status: in progress  

Description of Goal  
The Human Services program will offer a new Associate of Arts degree in Human Services.

Evaluation of Goal  
The goal will be evaluated in the next program plan.

Objective #3.1  Status: in progress  
The Human Services coordinator will complete all of the necessary paperwork for a new degree.

Objective #3.2  Status: in progress  
The completed degree will be submitted to the curriculum committee for approval.

Objective #3.3  Status: in progress  
The degree will be submitted to the Chancellor's office for state approval.

Goal #4  Short term (1 year)  Corresponds with Institutional Goal  Status: in progress
Description of Goal

The Human Services program will work to keep both current and potential students updated on program offerings, service learning opportunities, and field/work placements.

This goal will also help the program coordinator in tracking alumni.

Evaluation of Goal

The goal will be reviewed in the next program plan. Particular objectives will be analyzed to determine the effectiveness of various strategies.

Objective #4.1

The Human Services coordinator will work with the IT department to update the Human Services/Drug Studies web page.

Impact of Objective on Other Programs, Units, and/or Areas

**Impact on the Information & Technology Services Program: Desktop Services, Training, and Support**

The two programs will work together to coordinate changes to the program web pages.

Objective #4.2

A new portal linked to Rio Access or Blackboard for Human Services/Drug Studies majors will be developed. Similar to the web page, the portal will provide vital program information.

Impact of Objective on Other Programs, Units, and/or Areas

**Impact on the Information & Technology Services Program: Software Support**

The Human Services coordinator will work with the administrators for both Rio Access and Blackboard to discuss the logistics of creating such a portal.
Goal #5  Long term (2-5 years)  Corresponds with Institutional Goal # 5

Description of Goal

The Human Services program suggests assigning a permanent, part-time counselor for Drug Studies/Human Services students.

Evaluation of Goal

This goal will be evaluated based on the district's response to this request.

Objective #5.1  Status: in progress

The Human Services coordinator will submit a request to the staffing committee for the permanent position.

Resources Needed: Additional Personnel

Position Classification: Adjunct Faculty

Required for How Long: Ongoing

Position Title: Counselor

Basic Position/Job Description:

Provide counseling for Drug Studies/Human Services students

Estimated Salary Excluding Benefits: $31,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.
Description of Goal

The Human Services program recommends hiring a new full-time faculty member for Human Services.

Evaluation of Goal

The goal will be evaluated based on the response from the district.

Objective #6.1

The Human Services coordinator will submit a request for a new faculty member to the staffing committee.

Resources Needed: Additional Personnel

Position Classification: Full Time Faculty

Required for How Long: Ongoing

Position Title: Instructor/Coordinator Human Services

Basic Position/Job Description:

The Human Services Instructor/Coordinator will teach courses in the Human Services program. Additionally, the candidate will coordinate various elements of the program which includes updating and overseeing curriculum, creating and gathering data for Student Learning and Outcomes, and meeting and advising students.

Estimated Salary Excluding Benefits: $65,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.
## Individuals Who Participated in Developing this Plan

The following people acknowledge that they participated in the development of or reviewed this plan.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rifino-Juarez, Melissa</td>
<td>Review Manager</td>
</tr>
</tbody>
</table>